OEA/OSA Updates...

Note from the Assessment Director

Welcome back to school! I hope you all had a wonderful summer. As you may have noticed, in July, we have resumed the distribution of the District Assessment Coordinator (DAC) Digest with updates on reporting. Information regarding the spring assessments will be sent to you through the upcoming DAC Digests. The Forward Exam, ACT suite, and DLM assessments will be administered during spring 2018. ACCESS for ELLs will be administered this winter. Many thanks to the Wisconsin educators who have participated in the Forward Exam Item Review and Alignment Study. Educator involvement in these important steps helps improve the quality of our assessments.

We are excited to announce that the work, of the data and assessment literacy project is officially underway at the Department of Public Information (DPI). We have convened an external workgroup of teachers, administrators, data and assessment specialists, curriculum and instruction directors, and representatives from educator preparation programs from across the state. They will help us with and offer guidance to ensure that high quality resources to the field. We will keep you updated as new resources are developed and made available for Wisconsin educators. We look forward to working with all of you in the coming year.

Viji Somasundaram

Director, Office of Student Assessment (OSA)

OEA/OSA Calendar...

Important Dates

2017	
September	NAEP 2018 school coordinator packets mailed to schools
September	DLM and Aspire update users in educator portal- deactivate users no longer in the district
September	ACCESS for ELLs Add/update user roles on WIDA.us and WIDA-AMS.us websites
September TBD	SECURE RELEASE: Preliminary, secure report cards released via SAFE; this provides schools and districts with an opportunity to review their embargoed report card data, and initiate an inquiry if needed.
October TBD	REPORT CARD INQUIRY PROCESS: Report card inquiry process; OEA works directly with schools and districts that have open inquiries. FINAL REVIEW: OEA works with schools and districts to prepare local communications for the public release.
October 2 – November 1	ACCESS for ELLs non-public school pre-ID upload window (DACs)
October 25	Forward Technology Training Webinar
TBD	PUBLIC RELEASE: final, redacted report cards released online.
November 1	ACCESS for ELLs public school pre-ID upload (DPI)
November 30	ACCESS for ELLs districts receive test materials
December 4	ACCESS for ELLs window opens
2018	
January 29 – March 9	NAEP window (for selected schools only)
February 2	ACCESS for ELLs window closes
February 27	ACT with writing – grade 11
February 27 – March 13	ACT with writing – grade 11 for students with accommodations
February 28	ACT WorkKeys – grade 11
February 28 – March 14	ACT WorkKeys – grade 11 for students with accommodations
March 20	ACT with writing – grade 11 makeup day
March 21	ACT WorkKeys – grade 11 makeup day
March 19 – May 4	Forward – ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 19 – May 4	DLM – ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
April 9– May 11	ACT Aspire grades 9-10

Dates may be subject to change. Check the OSA calendar webpages for the most current dates throughout the year.

Forward Exam Update

Forward Exam student and summary reports were released to districts via eDIRECT June 27. Hard copies of individual student reports (ISRs) for the exam were delivered to districts by July 24. New grade 4 and 8 corrected ISRs were delivered to districts on or before August 14. Forward data is under embargo until the DPI press release. ISRs should be shared with parents as soon as possible once received. A sample ISR cover letter is available on the Forward Exam Data and Reporting webpage. Reporting of all assessment results regarding student data must meet FERPA requirements. The 2016-17 assessment data in the secure portal remain under embargo until the press release.

The Forward Exam New Item Review was held July 31 – August 4, 2017. Approximately 66 Wisconsin educators were selected from an applicant pool to participate in the review. Item review is an important step in the development of the Forward Exam. Educators review all new items created for the exam for content, grade level appropriateness, link to correct standard, bias and sensitivity issues, and cognitive complexity. This was a great opportunity for educators to be a part of the assessment development, have detailed input about the items on the Forward Exam, and take knowledge back to their district about the item review process.

The Forward Exam calendar webpage will be updated with the 2017-18 test administration timeline/key dates by the end of September. Be sure to refer back to the calendar webpage regularly for any updates.

DRC will be rolling out Central Office software this Fall, which will replace the Testing Site Manager (TSM) for the Forward Exam. Central Office integrates content caching devices (Central Office Services) and an updated Device Toolkit into a single, centralized dashboard, and adds a number of new features. Districts should plan to transition from the TSM to Central Office for the 2017-18 test administration. More information will be available about Central Office in the coming weeks and at the October 25 Technology Training.

Also new this year is a change to the Text-to-speech (TTS)/read aloud **accommodation** for the Forward Exam this year. TTS/Read Aloud accommodation allows the student to listen to test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**. This accommodation may only be provided to a student with visual impairments who is not proficient in contracted Braille, whose need is documented in an IEP or 504 plan and has met all five criteria on the *Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam* form. Students who do not meet this criteria but require TTS or read aloud should use the Designated Support including those with IEP or 504 plans. TTS/read aloud designated support allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices. The Guidelines form and more information will be available in the 2017-18 Accessibility Guide.

DAC and DTC Update Forms

Be sure to submit your annual DAC and DTC update forms no later than September 30. The information provided is used to:
- ensure DACs and DTCs are on the email lists which will provide them with regular assessment updates throughout the year.
- upload DAC information into eDIRECT to ensure DACs have 2018 permissions to the portal.

DACs should remove eDIRECT access for individuals who are no longer employed by the district and adjust user roles to sync with staffing changes.

ACT High School Assessments Update

For the 2017-18 school year, grade 11 students will again be required to complete the ACT with writing and ACT WorkKeys in the spring. Students in grades 9 and 10 will be required to complete ACT Aspire Early High School. The assessment dates and windows can be found on the [ACT High School Assessments Calendar](#).

Results from the 2016-17 administrations of all three assessments should have been received in districts in late spring/early summer and distributed to parents/students.

2017-18 updates to improve the service that students, schools, and districts will receive include:

- Makeup and emergency ACT accommodations testing windows have been added to serve students who were not able to test during the initial accommodations window. These should be rare cases such as absence or long-term illness that occurs during the initial accommodated testing window.
- ACT has instituted a new set of approved supports for English learners taking the ACT including: written test directions translated in 12 languages, extended test time, use of approved word-to-word bilingual dictionary, and testing in a small-group environment. These supports may be used in conjunction with any other ACT-approved accommodations and, with prior ACT approval, will result in a college-reportable score.

For the ACT Aspire, district assessment coordinators should be accessing the portal (https://www.actaspire.org/) to verify the accuracy of the permission status for district and school users. DACs should remove access for individuals who are no longer employed by the district and to adjust permission roles for staff in new positions. Staff who serve as proctors and room supervisors should be assigned the role of "Educator".

Required tasks for administration of the ACT and ACT WorkKeys tests will begin in early November 2017. The Test Accessibility and Accommodations system (TAA) as well as Pearson Access^next (PANext) will be available at that time. Schools and districts will receive further communications about these processes, including a checklist of important tasks and deadlines, later this fall.

Dynamic Learning Maps (DLM) Update

All Individual Student Reports and electronic files have been provided to districts through [Educator Portal](#). Please distribute these reports to students and families as soon as possible. If you are a new DAC and do not yet have access to Educator Portal, please make sure your information has been updated with the Office of Student Assessment (OSA).

All DLM user accounts remain active in the portal. If a user has changed their name, email, or moved districts, do not create an additional account for this user. Please contact DPI for additional information on how to update this information. Student demographics and rosters from 2016-17 have been removed from the DLM Educator Portal. Districts will be required to re-upload this information based upon 2017-18 school year enrollments. DLM has

Dynamic Learning Maps (DLM) Update
(Continued from page 3)

added some new features that will make finding and updating returning student demographics easier. Please see the Data Management Manual for more information on this process. It is imperative that districts pay careful attention to the data uploaded into the portal as reports and accountability may be impacted.

All test administrators must complete the required training and test security agreements prior to administering the DLM assessment and the optional instructional assessments (Instructional Tools Interface or ITI). These trainings will be accessed through Moodle (an online training website). Returning test administrators will be required to complete one module and quiz (approximately one hour and 25 minutes). New test administrators within the DLM system will be expected to complete four required modules and quizzes (approximately three hours). The training modules are now available. We encourage test administrators to complete their training as early as possible and to not wait until the test window to complete the modules.

Contact Kristen Burton for additional information regarding the DLM assessment at (608) 267-3164.

1% Participation Cap

Districts who exceeded the 1% participation cap on the Spring 2017 assessment will be sent notification letters from the DPI later this Fall with additional instructions on how to complete the justification process. Districts should use the Alternate Assessment indicator in WISEdata (under student characteristics) to help more accurately identify students with the most significant cognitive disabilities in statewide information system.

ACCESS for ELLs® Update

The WIDA Screener is the English language proficiency test used to assist with identifying English learners (ELs) in grades 1-12. It replaces the W-APT this year, which WIDA is discontinuing. The WIDA Screener is free if used online, and its administration is very similar to ACCESS for ELLs. Districts may opt to purchase a paper WIDA Screener at their own expense. The K-WAPT and K-MODEL remain as the allowable kindergarten screeners.

With last summer's Standard Setting, we're expecting a moderate increase in the numbers of ELs this year. This is because the bar for proficiency has been raised, and fewer students exited after last year's assessment. We anticipate that many of these students will exit this year.

Given this change, we also recommend that districts use the manual exit criteria instead of the automatic exit criteria outlined in ESEA Bulletin 7.02. The manual exit criteria is an overall composite of 5.0 or greater for students in any grade, and this exit criteria can be applied to scores from 2016-17 onward. This score is sufficiently high to indicate full English proficiency. After this year's ACCESS administration we will revisit our exit criteria with the new data to ensure that we are meeting the needs of our ELs.

The Every Student Succeeds Act (ESSA) requires that states have consistent EL entry and exit policies and procedures. To meet this requirement we're developing an EL Policy Handbook. This handbook will include legal requirements for serving ELs, procedure and policy information, and best practices. Large portions will mirror OELA's EL Toolkit, so districts already using this invaluable resource should find that most of the handbook already reflects district procedures and policies. We will be previewing this in early Winter, with a full release in early Spring.

Assessment of Reading Readiness Update

For the 2017-18 school year, the requirement remains to annually assess each four-year-old kindergarten to grade 2 student in a school district or in a charter school for reading readiness. Wis. Stats. 118.016 requires each school board and the operator of each charter school to select the appropriate, valid, and reliable assessment of literacy fundamentals to be used. The school board or operator shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.

In addition to the requirement to administer a literacy screener, the following conditions apply:

- The department shall pay to the school board or operator the per pupil cost of the selected assessment. If the appropriation in any fiscal year is insufficient to pay the full amount of aid, the state superintendent shall prorate state aid payments among the school boards and operators of charter schools entitled to the aid.
- The school board or operator of the charter school shall report the results of a pupil's assessment to the pupil's parent or guardian.
- The school board of the school district or operator of the charter school in which the pupil is enrolled shall provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with interventions or remedial reading services, as described under Wis. Stats. 121.02(1)(c).

DPI will again be collecting screener data (costs, screeners utilized, and number of students screened) from each district/charter school in the spring semester to determine the amount to reimburse. Reimbursements will be distributed to districts/charter schools in late May or early June of 2018.

More information about the reading readiness requirements can be found at: Reading Readiness Overview. In addition, an FAQ section with reimbursement information can be found at: Reading Readiness FAQ.

NAEP Update

NAEP 2018 schools and districts were notified of assessment dates in June. Packets with instructions for designated NAEP School Coordinators will be mailed to schools later in September. If there are any questions, please contact Angela Dugas.

NAEP 2017 results are expected to be released early in 2018. Please stay tuned for more information.

Strategic Assessment Update - Building Assessment and Data Literacy in Wisconsin

Several exciting projects are in motion around building assessment and data literacy in Wisconsin at DPI. Over the next 18 months, we plan to create three incredible resources:

- assessment and data literacy e-learning modules that can be completed individually, as a Professional Learning Community (PLC) team, or as a district wide professional development activity;

- assessment inventory tool with Wisconsin-specific guidance to help districts evaluate the assessments students are taking, determine the minimum testing necessary, ensure every test is high quality, and use assessment results to increase student outcomes, and

- a classroom data management tool that will serve as a place classroom teachers can store and track local classroom data used to plan for instruction.

We have an external advisory group of experts including teachers, administrators, curriculum and instruction directors, assessment specialists, researchers, the Wisconsin RtI Center, CESAs, and educator prep programs that will provide us with feedback and guidance needed to produce the best possible resources for the field.

For the latest articles, discussions, and professional development opportunities around assessment and data literacy, please join the WI DPI Building Data & Assessment Literacy G+ Community. Visit the Wisconsin's Strategic Assessment System website, for more information about implementing a strategic assessment system within your school or district. If you have any questions or would like more information about these projects, please contact Lauren Zellmer at lauren.zellmer@dpi.wi.gov.

State Accountability Update (Report Cards)

The Office of Educational Accountability (OEA) is preparing School and District Report Cards, as well as two versions of accountability report card for private schools participating in the choice programs (*Private School – Choice Students Report Card* and *Private School – All Students Report Card*).

We anticipate a secure release via Secure Access File Exchange (SAFE) in late September. If you do not have access to SAFE, please get authorized now before the secure release. Once the preliminary versions of the report cards are released in SAFE, we open the report card inquiry period. The inquiry period is an opportunity for schools and districts to review their data and open an inquiry with OEA should they believe their data was not accurately reported to DPI, or not reflected on the report card. The public release of the report cards will be later in the Fall. When specific dates have been determined, we will update the report card timeline and announce it in the DAC Digest.

If you have questions about the report cards, please contact us at reportcardhelp@dpi.wi.gov.

Federal Accountability Update (ESSA)

With ESSA, the reauthorized federal education law, Wisconsin is moving toward having two accountability systems: a state system (report cards) and a federal system (reporting to be determined). There are similarities between the two systems but also important differences. Please refer to the Accountability Crosswalk for these differences. Over the summer, DPI shared two drafts of Wisconsin's proposed ESSA plan with stakeholders, legislators, and sent it to the governor for a 30 day review period. Final refinements are being made now as we prepare to submit the plan to the US Department of Education on September 18, 2017.

Federal Accountability Update (ESSA)
(Continued from page 6)

States with approved plans need to begin implementing their federal plans in the 2018-19 school year. This includes the identification of schools in need of support and improvement, and new accountability reports for the federal system. As such, we will begin work on the design of federal accountability reporting this fall.

If you have accountability questions, please contact the Office of Educational Accountability at oeamail@dpi.wi.gov.

WISEdash Update

This past summer, DPI collaborated with Renaissance Learning to add support to WISEdash for Districts for the Math and Reading Star Assessments. For information about how to prepare and approve data sharing see the WISEdash Star Dashboard webpage "About the Data" section.

If you have attempted to complete this process and have been unsuccessful, please contact your support representative at Renaissance Learning. You may need to make some data corrections related to adding your district code and/or school codes to the Star portal. Once these corrections have been made, notify the Help Desk to reset your Star data load.

As of fall 2017, Wisconsin districts will have had over three years to opt-in to sharing MAP data with DPI. Overall, there has been very good response to this option. As a result, DPI has decided to designate the Fall term as a last-call for new districts to have historical data included when they opt-in. After November 1, new districts will have data included only for the upcoming testing term and forward.

2017-18 MAP Reporting Schedule

Test Period	Test Window	Deadline for New Districts	Data Available for DPI to Load into WISEdash for Districts
Fall 2017	Aug 15 – Nov 30	Nov 1	Mid-December
Winter 2017	Dec 1 – Feb 29	Feb 22	Mid-March
Spring 2018	Mar 1 – Jun 15	Jun 7	Late June

"TO DO" List From This Issue:

- Send in DAC Update Form
- Send in DTC Update Form
- Clean-up testing portals of users no longer requiring access

We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Office of Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at osamail@dpi.wi.gov and Accountability at oeamail@dpi.wi.gov.

From The Mailroom

I am a new District Assessment Coordinator (DAC). How do I acquire access to the assessment portals?

As a new DAC your first step is to complete the DAC Update Form and send it to OSA. OSA will then add you to the DAC list and email list.
To gain access to the:

- **ACT, WorkKeys, or Aspire Portals** – contact Jennifer Bell, ACT Program Manager
- **DLM Portal** (KITE®) - contact Kristen Burton, DLM Program Manager
- **Forward Exam Portal (eDIRECT)** – contact the Forward Exam Helpdesk or Alison O'Hara, Forward Exam Program Manager

DACs and Test Coordinators should remove eDIRECT access for individuals who are no longer employed by the district and to adjust user roles to sync with staffing changes.

FAQ ...

Reminder –Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment
- ACT/Aspire/WorkKeys FAQ
- Forward Exam FAQ
- DLM FAQ

Q. Will there be a sample letter available to send home to parents with Individual Student Reports (ISR)?
Yes, each assessment has a sample parent letter (updated for 2017) that may be used to accompany ISRs when sent home to parents/guardians. These letters are accessible via the specific assessment's data and results webpage.

Q. Do I need to complete a DAC or DTC Update if nothing has changed?
Yes. A DAC and DTC update form needs to be completed annually even if no change to contact information has occurred.

Q. Will all staff need to sign confidentiality agreements?
Yes. All staff involved in the testing process must sign hard copy DPI confidentiality forms. The DAC, School Assessment Coordinator (SAC), DTC, School Technology Coordinator (STC), and Test Administrator/Proctor (TA), Test Coordinator, district and school staff confidentiality forms are available on the Assessment forms webpage. Any district/school staff who have access to testing portals, the test, or reports (providing accommodations, setting up tests etc.) must complete and submit the form to their DAC/SAC. This also applies to the CESA staff who have access to any testing materials or data.

Building Accountability & Data Literacy

Accountability & Foreign Exchange Students
At the start of the school year, many schools are excited to welcome students from cultural exchange programs with other countries. Correctly accounting for these students in your local School Information System (SIS) has important implications for reporting to DPI – and will impact your school and district report card.

How do we code for foreign exchange students in our SIS?
Foreign exchange students should be coded in your SIS like any other student. You should report them in their appropriate grade (based on the number of credits they have), and you should track their attendance. Like other students moving in and out of your district, foreign exchange students should be marked with enrollment and exit dates. After a foreign exchange student leaves your school, you should also mark his or her exit type appropriately.

- Most commonly, foreign exchange students have a Transfer Out-of-State (TOS), International Move (INM), or High School Completion (HSC) exit code. See the WISEdata Data Elements Exit Types page for more information.

One important data element for foreign exchange students is their visa type. The visa type of all foreign exchange students must be indicated in your SIS.

- If your district does not know the visa type of a particular student, they should be recorded with visa type F.

Do foreign exchange students affect our school or district report card score?
Foreign exchange students are expected to be working towards a diploma. Thus, a district or school is accountable for these students and their academic progress. Foreign exchange students will count towards attendance, achievement and (in most cases) graduation rates.

All foreign exchange students will count towards a district or school's overall accountability score. Students are expected to take the state assessments for their particular grade, so grade 11 students, for example, would be required to take ACT with writing, which factors into achievement and proficiency calculations. Foreign exchange students are factored into a district or school's attendance rate and all other aspects of the report card that apply to students in their grade.

The only exception is foreign exchange students with J-1 visas, as these students do not count towards a district or school's graduation rate. However, students attending under J-1 visas will still affect other areas of the report card. It is therefore important to mark grade 12 students foreign exchange students appropriately in your SIS by coding the correct visa type.

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